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September 12, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Peter van Moorsel *PvM*

**RE: STAFF REPORT: STUDENT ACHIEVEMENT AND FUNDING OF
EDUCATIONAL TECHNOLOGY**

Introduction

The 2007 Legislative Education Study Committee (LESC) Workplan includes a report on educational technology in New Mexico public schools. This report represents the first of a two-part review of educational technology. The first portion includes state and federal education technology funding for New Mexico public schools, and the effect of educational technology on student achievement. The second portion, which will be presented in October, will outline an LESC review of educational technology programs, including IDEAL-NM (Innovative Digital Education and Learning-NM), and the Statewide Cyber Academy.

The Technology for Education Act

Enacted in 1994 to provide for sustained support for telecommunications and educational technology and to establish a strategic planning and funding strategy for the development and maintenance of an effective technological infrastructure for all learners in New Mexico, the *Education for Technology Act* (see Attachment 1):

- creates an Education Technology Bureau within the state education department;
- provides for the development of statewide and local school district educational technology plans;

Revised 10/31/07

- establishes a Council on Technology in Education (CTE) to advise on educational technology;
- creates an Educational Technology Fund in the State Treasury; and
- provides for distributions on a per student membership (student enrollment) basis of educational technology funds to school districts.

In an effort to ensure that small school districts were getting their share of funding from the Educational Technology Fund, the 2000 Legislature amended the act to ensure that small districts - those whose membership represents less than 0.075 percent of the total state membership - would receive a base allocation from the Educational Technology Fund that was no smaller than 0.075 percent of the total appropriation to the fund. The remainder of the money is distributed to the remaining districts based on district membership. Using this method, on or before July 31 of each year, 90 percent of the annual appropriation to the fund is distributed based on preliminary funded student membership. On or before January 30 of each year, the distributions are recalculated using the final funded membership for that year, and the remaining balance of the annual appropriation is allocated, adjusting for any over- or under-projections of membership.

In response to testimony to the Public School Capital Outlay Oversight Task Force (PSCOOTF) and the LESC regarding the disparity among schools and school districts in providing for educational technology, 2005 legislation was enacted to amend the *Technology for Education Act* to develop a standards-based process for educational technology needs based on the standards-based capital outlay model in the *Public School Capital Outlay Act*. More specifically, the amendments required the Public Education Department (PED), in collaboration with CTE, to:

- define minimum educational technology standards (see page 9 for explanation of adequacy standards), and require school districts to use these standards to complete a self assessment of educational technology deficiencies within the school district and provide cost projections to correct the outstanding deficiencies;
- create the Educational Technology Deficiency Correction Fund; and
- develop a methodology for prioritizing and funding deficiencies from the Educational Technology Deficiency Correction Fund based on the availability of funds;

The *Technology for Education Act* was amended again in 2007 (see Attachment 2) to:

- to require that no allocation can be made from the Educational Technology Deficiency Correction Fund unless:
 - CTE approves the methodology used by PED's Education Technology Bureau to prioritize projects to correct deficiencies;
 - CTE approves distributions from the Educational Technology Deficiency Correction Fund;
 - a school consults with the Public School Facilities Authority prior to installing any educational technology infrastructure; and
 - for 2009 and subsequent years, an independent third party verifies the initial school district self-assessment of the outstanding educational technology deficiencies within a school district;

- to require the Educational Technology Bureau to:
 - base allocations for the replacement of functionally obsolete computers and network devices in public schools on a ratio of one computer to three students in each school;
 - compile and maintain an inventory of computer and network devices in public schools, including charter schools; and
 - develop a methodology for prioritizing the replacement of computers and network devices to ensure that the state money is expended in the most prudent manner possible; and
- add the following two duties to the CTE:
 - to include the support of on-site and distance learning in the council's duties; and
 - to include a Statewide Cyber Academy plan for distance learning in the statewide plan that the council recommends to the department.

The *Technology for Education Act* also stipulates that school districts must develop a plan for the integration of educational technology into the public schools and coordinate technology-related education activities with other state agencies, the federal government, business consortia and public or private agencies or individuals. According to the act, "upon annual review and approval of a school district's educational technology plan, the bureau shall determine a separate distribution from the educational technology fund for each school district."

Issue: 16 districts and 20 charter schools currently do not have an approved technology plan, as they have expired, and new plans have either not been submitted, submitted but not approved, or submitted and pending approval. Ten of the charter schools without technology plans have never had an approved technology plan. Even though technology plans have not been approved, PED reports that it continues to make allocations from the Educational Technology Fund.

In accordance with statute, districts are required to submit an annual technology report which shows district expenditures of all funds associated with educational technology. The report also serves as a mechanism for reporting progress towards goals in a district's long range technology plan. Allocations from the Educational Technology Fund distributions may be used differently by all districts, and expenditures must be reported separately for the following categories:

- capital outlay;
- professional development;
- personnel;
- telecommunication charges;
- hardware/software;
- maintenance; and
- distance learning.

Educational Technology Funding

In past fiscal years, both state and federal funding sources have been utilized to integrate educational technology into New Mexico public schools. The *Technology for Education Act* defines educational technology as "tools used in the educational process that constitute learning

resources and may include closed circuit television systems, educational television and radio broadcasting, cable television, satellite, copper and fiber optic transmission, computer, video and audio laser and CD ROM discs, video and audio tapes or other technologies.” The definition also includes the training, maintenance, equipment and computer infrastructure information, techniques and tools, used to implement technology in classrooms and library and media centers. Since FY 00, funding for educational technology from both state and federal sources addressed in this report has totaled approximately \$340.1 million, including approximately \$37.8 million for FY 08 (see Attachment 3).

STATE EDUCATIONAL TECHNOLOGY FUNDING

State funding since FY 00 totals approximately \$150.9 million, including approximately \$35.9 million for FY 08. This funding includes:

- approximately \$47.0 million to the Educational Technology Fund, including \$6.0 million for FY 08;
- approximately \$4.3 million to the Educational Technology Deficiency Correction Fund for FY 07 and subsequent fiscal years; and another \$1.5 million appropriated by the 2006 Legislature, used for the same purpose;
- approximately \$89.4 million in direct appropriations, including approximately \$24.1 million for FY 08; and
- \$10.2 million since FY 04 for the New Mexico Laptop Learning Initiative (NMLLI), including \$1.5 million for FY 08.

Educational Technology Fund

The Legislature has been providing money to the Educational Technology Fund since FY 95 (see Attachment 4). Since its creation, approximately \$64.8 million has been appropriated to the fund. The \$6.0 million appropriated to the Educational Technology Fund for FY 08 will provide school districts with an initial allocation of approximately \$19.16 per pupil for school year 2007-2008, based on preliminary funded student membership.

Educational Technology Deficiency Correction Fund

The 2006 Legislature made a \$1.5 million direct appropriation to PED for FY 07 to distribute to school districts to correct their educational technology deficiencies based on the established standards. PED’s Educational Technology Bureau reports that it allocated this appropriation to 12 districts, with allocations ranging in size from \$17,314 to \$344,475, as depicted in Table 1. The 2007 Legislature appropriated approximately \$4.3 million to the Educational Technology Deficiency Correction Fund for FY 07 and subsequent fiscal years. PED reports that the Educational Technology Bureau will allocate the approximately \$4.3 million to 14 districts, with allocations ranging from \$57,500 to \$445,754 to correct educational technology deficiencies, as depicted below in Table 2. As a result of these appropriations, eight of these districts (Capitan, Des Moines, Dexter, Fort Sumner, Jal, Portales, Tatum, and Tularosa) will achieve adequacy.

TABLE 1

FY 07 - \$1.5 million appropriation for educational technology (not to the Educational Technology Deficiency Correction Fund)	
District	Distribution
Capitan Municipal	\$75,000
Deming Public	\$17,314
Des Moines Municipal	\$91,915
Dexter Consolidated	\$78,049
Fort Sumner	\$226,000
Hatch Valley Public	\$164,500
Hobbs Municipal	\$344,475
Jal Public	\$104,200
Lovington Municipal	\$255,556
Portales Municipal	\$55,891
Tatum Municipal	\$23,100
Tularosa Municipal	\$64,000
TOTAL	\$1,500,000

Source: LESC from PED Data

TABLE 2

FY 07 and subsequent fiscal years - \$4.325 million to the Educational Technology Deficiency Correction Fund	
District	Distribution
Alamogordo Public	\$445,754
Capitan Municipal	\$94,700
Carlsbad Municipal	\$445,754
Deming Public	\$445,754
Des Moines Municipal	\$111,085
Dexter Consolidated	\$277,575
Fort Sumner	\$57,500
Hatch Valley Public	\$445,754
Hobbs Municipal	\$445,754
Jal Public	\$301,800
Lovington Municipal	\$445,754
Portales Municipal	\$274,015
Tatum Municipal	\$114,100
Tularosa Municipal	\$419,700
TOTAL	\$4,324,999

Source: LESC from PED Data

New Mexico Laptop Learning Initiative

Since FY 04, the NMLLI has received \$10.2 million in legislative appropriations, including \$1.5 million for FY 08. Suggested by similar initiatives in other states, NMLLI was based upon the premise that “technology and innovation play key roles in New Mexico’s economic future and in enhancing learning opportunities for students and teachers.” Based on the findings of numerous studies that the effective use of technology improves writing skills, critical decision-making, problem-solving, and learner motivation, the 2003 Legislature began funding the program. NMLLI was the subject of a 2006 Legislative Finance Committee (LFC) limited scope review, which found insufficient implementation of the program, deficient networks, lacking technology-based curricula, and insufficient program evaluation and data collection. The LFC review recommended that PED revisit NMLLI to develop an improved implementation plan and to include specific language in future appropriations to allow a portion to be used for program administration and evaluation. Such language was not included in the FY 08 appropriation, however.

Direct Appropriations

Direct appropriations are a significant source of educational technology funding for New Mexico schools. Based on the definition of educational technology in the *Technology for Education Act*, LESC staff arrived at a total of approximately \$89.4 million in direct appropriations for educational technology since FY 00. This total includes approximately \$19.0 million for specific educational technology programs that will be addressed in the report to be presented to the committee during the October LESC meeting (IDEAL-NM and the Statewide Cyber Academy).

The remaining \$70.4 million were direct appropriations to individual school districts, and/or individual schools for the acquisition of educational technology hardware.

The Capital Outlay Bureau (COB) at PED administers the direct appropriations. According to PED, before expending funds on projects for which the Legislature has appropriated funds, districts must submit a request for project plan approval (see Attachment 5) to the COB. This form includes a description of the project, and includes the school(s), grade level(s), and number of students affected. The form must also include a list and detailed description of the items to be purchased and how they will be used, the supplier for each of these items, and their anticipated cost. If approved, the school district may make these purchases with its own funds, to be reimbursed by the COB.

To review the district use of direct appropriations, the COB began conducting site visits in 2004. The most recent site visit report available covers site visits conducted in 2006, for direct appropriations made during the 2004 legislative session. During the 2004 legislative session, direct appropriations were made for 518 projects at schools in 47 school districts. According to the report, 89 of the 518 projects funded in 2004 were randomly selected by PED for site visits. The purposes of the site visits were to:

- ensure that the capital outlay projects were completed in accordance with legislative intent as outlined in the appropriation language;
- verify that all expenditures were incurred within the allowable timeframe outlined within the law;
- develop an understanding of the effect that the appropriated projects had on the recipient school district as well as the surrounding community;
- provide assistance and alternatives to schools that were not able to complete the projects within the allowable timeframe; and
- ensure that districts are submitting documentation for reimbursement for completed and expired projects in a timely manner.

In addition to the above objectives, COB staff investigated how districts used the appropriations to meet their educational technology needs, and what other sources of funding were used if a project required more funds than were appropriated. The site visit reports also included feedback from the districts that were visited.

District feedback included comments that schools rely heavily on direct appropriations to purchase educational technology. Generally, districts used funds for educational technology to purchase computers and servers, and to upgrade software. In cases where not enough funds were appropriated to complete the project, schools used other sources of funds, including direct appropriations from previous years, General Obligation Bond (GOB) monies, and Title I funds.

The report included comments from principals in Albuquerque Public Schools, who suggested that direct educational technology appropriations should be available for teacher use as well as

student use, and should not have an effect on the district's offset¹, adding that educational technology should be counted separate from other appropriations.

FEDERAL EDUCATIONAL TECHNOLOGY FUNDING

The federal government is a significant source of educational technology funding for states. Two major federal initiatives are administered by the US Department of Education (USDE), and the Federal Communications Commission (FCC). The USDE's Enhancing Education Through Technology (EETT) program awards money to states to help integrate educational technology into public schools, and the FCC administers the Universal Service Fund, from which money is allocated to states for telecommunications and internet connectivity through the Schools and Libraries Program, more commonly known as E-Rate.

Since FY 00, these two sources have provided New Mexico with approximately \$189.3 million in educational technology funding and discounts on telecommunications services and infrastructure, including approximately \$1.9 million for FY 08. This funding includes:

- approximately \$23.1 million for the EETT program, which first provided funding to New Mexico in FY 03, including approximately \$1.9 million for FY 08; and
- approximately \$166.1 million for the E-Rate program. The E-Rate disbursements for FY 08 are not yet available.

Enhancing Education Through Technology (EETT)

Administered by USDE, EETT has provided federal funds for educational technology in New Mexico since FY 03. The program's primary goal is to improve student achievement through the use of technology in elementary and secondary schools. Other goals include helping all students become technologically literate by the end of the eighth grade and, through the integration of technology with both teacher training and curriculum development, establishing research-based instructional methods that can be widely implemented. Since FY 03, PED has administered approximately \$23.1 million in federal EETT awards, including approximately \$1.9 million for FY 08. Program activities include the support of continuing, sustained professional development programs and public-private partnerships. Activities also include:

- the use of new or existing technologies to improve academic achievement;
- the acquisition of curricula that integrate technology and are designed to meet challenging state academic standards;
- the use of technology to increase parent involvement in schools; and
- the use of technology to collect, manage, and analyze data to enhance teaching and school improvement.

¹ As a result of the *Zuni* lawsuit, an offset was enacted in 2003 to mitigate the negative effect of direct legislative appropriations to individual schools for capital outlay purposes on the equity of the capital outlay process. The offset is the amount by which a district's capital outlay grant award made by the Public School Capital Outlay Council is reduced as a result of direct legislative appropriations. The offset is equal to the amount of any direct legislative appropriations multiplied by the district's local share percentage. Districts therefore have the ability to reject a direct legislative appropriation in order to avoid incurring this offset. PED reports that despite the offset, districts have rejected only seven projects since 2003, and only one of these, a \$25,000 appropriation to Bernalillo Public Schools, was for educational technology.

The USDE provides EETT grants to states on the basis of their proportionate share of funding under Part A of Title I. States may retain up to 5.0 percent of their allocations for state-level activities, and must distribute one-half of the remainder by formula to eligible local educational agencies (LEAs) and the other one-half on a competitive basis. In the FY 06 appropriations bill for USDE, Congress included language that eliminated this provision, thus providing PED with the flexibility to reserve up to 100 percent for competitive awards to eligible local entities. PED reports that 100 percent of the FY 08 federal EETT dollars were allocated on a competitive basis.

E-Rate

The E-Rate program is administered by the Universal Service Administrative Company (USAC) under the direction of the FCC. E-Rate is one of four support programs funded through a Universal Service Fee charged to companies (and ultimately to consumers) that provide interstate and/or international telecommunications services. The E-Rate program supports connectivity for communications using telecommunications services and/or the Internet.

In New Mexico, public, private, charter, and residential elementary or secondary schools, Regional Educational Cooperatives (RECs), and education consortia are the entities eligible for E-Rate funding for four categories of service: telecommunications services, internet access, internal connections, and basic maintenance of internal connections. Schools and districts that wish to receive E-Rate funding must prepare a technology plan, which delineates how information technology and telecommunications infrastructure will be used to achieve educational goals, specific curriculum reforms, or library service improvements. Eligible schools must also provide additional resources including end-user equipment such as computers or telephones, software, professional development, and other elements that are necessary to utilize the connectivity funded by the E-Rate program.

The E-Rate funding provides discounts to assist schools and libraries in the United States to obtain affordable telecommunications and Internet access. Discounts for support depend on the level of poverty and the urban/rural status of the population served and range from 20 percent to 90 percent of the costs of eligible services (See Table 3). The primary measure for determining E-Rate discounts is the percentage of students eligible for free- and reduced-price meals under the National School Lunch Program (NSLP), calculated on a per-school basis. Service providers bill the E-Rate program for the discount portion of the services they provide schools and districts, and are required to bill schools and districts for the non-discount portion. The FCC stated that requiring applicants to pay their share would ensure efficiency and accountability in the program, and encourage them to avoid unnecessary and wasteful expenditures.

TABLE 3

%FRL Eligibility	Discount	
	Urban	Rural
Less than 1%	20%	35%
1% to 19%	40%	50%
20% to 34%	50%	60%
35% to 49%	60%	70%
50% to 74%	80%	80%
75% to 100%	90%	90%

Source: USAC

Since FY 00, publicly funded schools in New Mexico have received approximately \$166.1 million in E-Rate funding. (For the purposes of this report, only E-Rate funding to publicly funded schools was calculated.) It should be noted, however, that the total for E-Rate awards is merely an approximation, for two reasons:

- A portion of these funds has been used for telecommunications, including telephone service, and is therefore not considered educational technology. The way that awards are categorized, however, creates difficulty in determining what portion of awards for telecommunications services was used for telephone services.
- A representative from Albuquerque Public Schools (APS) reports that since E-Rate awards are made on a reimbursement basis, the actual disbursements to school districts or telecommunications providers for a particular funding year may not be known until some time after the funding year has ended. The total E-Rate disbursements for FY 07, for example, have not all been made.

The E-Rate program has enabled New Mexico public schools to obtain affordable telecommunications and internet access. Though no studies of the effect of the E-Rate program's contribution to school connectivity on New Mexico students' academic performance have been conducted; the contributions of the E-Rate program have made it possible for many schools, and rural schools in particular, to attain the connectivity required for many distance education programs, and other educational technology programs.

Educational Technology Adequacy Standards

During the 2005 legislative session, the Educational Technology Deficiency Correction Fund was created in statute, and the *Technology for Education Act* was amended to require the Educational Technology Bureau to establish infrastructure standards for educational technology in schools. As a result, the CTE developed the Adequacy Standards for Educational Technology (see Attachment 6), and Minimum Infrastructure Standards, which stipulate minimum standards for six categories: network connectivity, computers and network devices, software, staff literacy, staffing levels, and telephone/communications (see Attachment 7).

The law requires that school districts use these standards to complete a self-assessment of the outstanding educational technology deficiencies within the school district and provide cost projections to correct the outstanding deficiencies. LESC staff have requested PED to provide the district self-assessments, and PED has provided a table listing the costs of correcting educational technology deficiencies of each district, which it states represent district self-assessments (see Attachment 8). Since this table does not provide an itemized break-down of deficiency correction cost projections, nor identifies which portions of a district's educational technology are deficient, it is unclear how the costs of correcting these deficiencies were calculated.

Issue: In 2007, the Legislature amended the *Technology for Education Act* to require that, starting in FY 09, school district educational technology self-assessments be verified by an independent third party as determined in consultation with the public school capital outlay council. PED has reported that it does not currently have the available funds to hire a contractor to perform these validations, and adds that PED is currently discussing the establishment of

teams to work in consultation with the Public School Capital Outlay Council for the purpose of verifying the self-assessments.

Also, the *Technology for Education Act* requires the Educational Technology Bureau to develop a methodology for prioritizing projects for correcting deficiencies, on which it must base distributions from the Educational Technology Deficiency Correction Fund. According to PED, to prioritize projects for correcting deficiencies, it:

- compares a district's technology adequacy status based on its self-assessment against the technology adequacy standards, considering the number of classrooms that do not meet minimum standards and the average cost to correct the deficiencies;
- determines the total cost for the district, adjusting for whether districts are rural or urban; and
- considers whether the district has received any special legislative appropriations.

PED used this methodology to distribute the \$1.5 million appropriated for FY 07 and the approximately \$4.3 million for the Educational Technology Deficiency Correction Fund.

Educational Technology and Student Achievement

Why is educational technology important? According to the National Education Association (NEA), "the technology environment of today's public schools should match the tools and approaches of the work and civic life that students will encounter after graduation." Integrating technology, according to NEA, "will ensure that schools stay relevant to today's students, as well as equip them for success in life after school." A November, 2006 National Conference of State Legislatures (NCSL) article cites educational technology as a tool for teaching and learning which, when well implemented, can provide many educational benefits, including:

- engaging students through multi-media, interactive content;
- strengthening understanding and thinking skills through exploration, collaboration, and creation;
- adapting to support differentiated or personalized learning for students who have a specific learning style, pace, or needs;
- keeping knowledge current and information accurate;
- enhancing accessibility for physical or learning disabled students through assistive technologies and presentation of content in alternative modalities; and
- integrating testing and classroom management tools, thus allowing real-time tracking of student performance to inform instruction and provide accountability.

The effectiveness of educational technology in improving student achievement is still somewhat controversial. Advocates of the use of educational technology often mention technology's potential for improving the quality of education, whereas opponents note that much of this potential is thus far unrealized, despite significant investment.

Research findings have generally shown a positive effect of educational technology on learning. However, a meta-analysis of educational technology studies finds that "many of the studies currently available are descriptive studies, and do not use treatment and control groups for comparisons; rather, they typically compare gain scores from pre- and post-tests to expectant gains based on historical data." The NCSL report adds that a definitive relationship between

computer use and student achievement is difficult to identify and quantify since the link may depend on how the technology is used as well as how achievement is defined and measured. Nonetheless, the following examples indicate positive results and effectiveness of educational technology:

- In its review of research, NCSL reports several examples of educational technology's effectiveness and successes, including significant academic gains in all grades levels and subject areas, and improved attitudes toward learning among students who were engaged in technology-rich environments; higher total English/language arts, and writing test scores among students who used computers to edit papers; and improved math scores among students who used computers to solve simulations.
- A July, 2007 eSchool News article reported positive findings from nine states that received federal "Evaluating State Educational Technology Projects" grants. The grants provided funding to perform scientifically based research of the impact of large-scale, technology-based projects on student achievement in elementary and secondary schools. Preliminary findings from several states indicated promising results, including:
 - A program to provide professional development in the use of classroom technologies has led to more widespread use of technology by teachers and students which, in turn, has been linked with achievement gains in reading and math.
 - The review of a program that allows students to use technology to solve real-world problems shows that students that have completed the program are more likely to go on to college than their peers, and tend to have higher achievement than their peers from traditional classrooms.
 - A professional development program that uses peer networking and video conferencing to help change teaching practices has resulted in measurable achievement gains.
 - A program that gave laptops to middle school teachers and students has been shown to improve school communications and reduce discipline referrals.
- A 2006 report produced by Cisco Systems and the Metiri Group provides a meta-analysis of the use and effectiveness of educational technology. The study found that although technology has largely had a positive impact on education, more dedication to research and implementation is needed for technology to realize its full potential as a teaching and learning tool. The paper concludes that "overall, across all uses in all content areas, technology does provide a small, but significant increase in learning when implemented with fidelity."
- There has been little study of educational technology programs in New Mexico. However, one such program, the NMLLI was the subject of an LFC limited scope review in 2006. The review found insufficient implementation of the program, deficient networks, lacking technology-based curricula, and insufficient program evaluation and data collection. This finding should not be interpreted as a failure of educational technology, but rather as evidence of the importance of proper implementation.

Considering the caveats of the research conducted in this area, educational technology appears to have the potential for improving student achievement. However, the research indicates that this potential will not be fully realized without the support of ongoing and sustainable teacher professional development, teacher preparation, access to tools and resources, curricular design

and leadership. The Center for Applied Research in Educational Technology (CARET) cites research concluding that educational technology can improve student performance, if correctly applied. The NCSL report provides perhaps the best conclusions to draw from the research evidence. The report asserts that educational technology has the potential for improving student achievement and included a list of essential elements that are necessary if technology is to contribute to improving learning and to support real gains in educational outcomes. The essential elements include:

- Leadership around technology use anchored in solid educational objectives. Educational technology should not just be placed in schools, but rather targeted at specific educational objectives.
- Sustained professional development targeted at utilizing educational technology with specific educational objectives.
- Adequate educational technology resources in the school, including hardware and technical support.
- Recognition that real change and lasting results take time.
- Evaluations of the use of educational technology to allow school leaders to measure success and make necessary adjustments.

National research findings that educational technology, when properly used, has a positive effect on student achievement are encouraging. The importance of proper implementation of technology into the curriculum, professional development, and the availability of resources to support students and teachers in using technology cannot be overstated. The need for proper implementation and evaluation is echoed by the findings of the review of the NMLLI.

Policy Options

Given the positive findings of national research on the effectiveness of educational technology in improving student achievement and the investment the state has made in educational technology, policy options might focus on implementation and evaluation of educational technology and its uses by school districts.

- A major finding of the LFC review of the NMLLI was that the program suffered from insufficient implementation and PED's insufficient data collection for evaluation of the initiative. The committee may wish to consider including language with the appropriation for NMLLI that a portion of the appropriation be used for program administration and evaluation.
- School districts are required by law to use the adequacy standards to complete a self-assessment of the outstanding educational technology deficiencies within the school district and to provide cost projections to correct the outstanding deficiencies. By FY 09, these self-assessments must, by law, be validated by an independent third party. To ensure that these validations are completed in a timely manner, the committee may wish to require PED to develop a plan for meeting the FY 09 requirement of validating these self-assessments and to provide this plan to the committee prior to December 2007.
- Despite the statutory requirement that districts have approved technology plans in place in order to receive allocations from the Educational Technology Fund, PED has distributed funds to districts without approved technology plans. PED also reports that 16 districts and

20 charter schools currently do not have approved technology plans. (See Attachment 9) In order to ensure that PED complies with this provision in law, the committee may wish to require PED to submit a report of its activities in reviewing and approving the plans, together with assurance that future allocations will be contingent upon approved plans.

~~22-15-31. Private right of action.~~

~~A student who contends that there has been a violation of the Braille Access Act [22-15-26 NMSA 1978] has the right to pursue a private right of action in the district court if the student has exhausted the administrative complaint process. Organizations representing the interests of persons who are blind or who have other disabilities shall have standing to assert any right afforded in the Braille Access Act and shall be subject to the same requirements and terms as a student. Should the student or organization prevail in a lawsuit, the student or organization shall be entitled to injunctive relief and reasonable attorney fees and costs. No other type of monetary damages shall be available.~~

~~History: Laws 2003, ch. 313, § 6.~~

ARTICLE 15A**Technology for Education**

Sec.

- 22-15A-1. Short title.
- 22-15A-2. Definitions.
- 22-15A-3. Bureau established; chief appointed.
- 22-15A-4. Bureau duties.
- 22-15A-5. Council on technology in education; created; purpose.
- 22-15A-6. Council membership.
- 22-15A-7. Council duties.

Sec.

- 22-15A-8. Educational technology fund; created.
- 22-15A-9. Educational technology fund; distribution.
- 22-15A-10. Annual report.
- 22-15A-11. Educational technology deficiencies; correction.
- 22-15A-12. Educational technology deficiency correction fund

22-15A-1. Short title.

Chapter 22, Article 15A NMSA 1978 may be cited as the "Technology for Education Act".

History: Laws 1994, ch. 96, § 1; 2005, ch. 222, § 1.

The 2005 amendment, effective June 17, 2005, adds the statutory reference of the act.

22-15A-2. Definitions.

As used in the Technology for Education Act [22-15A-1 NMSA 1978]:

- A. "bureau" means the education technology bureau in the department of education [public education department];
- B. "chief" means the chief of the bureau;
- C. "council" means the council on technology in education; and
- D. "educational technology" means tools used in the educational process that constitute learning resources and may include closed circuit television systems, educational television and radio broadcasting, cable television, satellite, copper and fiber optic transmission, computer, video and audio laser and CD ROM [CD-ROM] discs, video and audio tapes or other technologies and the training, maintenance, equipment and computer infrastructure information, techniques and tools, used to implement technology in classrooms and library and media centers.

History: Laws 1994, ch. 96, § 2.

Cross references. — For the transfer of powers and duties of the former department of education, see 9-24-15 NMSA 1978.

Bracketed material. — The bracketed word "CD-ROM" was inserted by the compiler. It was not enacted by the legislature and is not a part of the law.

22-15A-3. Bureau established; chief appointed.

- A. The "education technology bureau" is created within the department of education.
- B. With the approval of the state board [department], the state superintendent [secretary] shall appoint a chief of the bureau.

History: Laws 1994, ch. 96, § 3.

Cross references. — For the transfer of powers and duties of the former state board of education and

the former state superintendent of public instruction, see 9-24-15 NMSA 1978.

22-15A-4. Bureau duties.

In accordance with the policies and regulations of the state board [department], the bureau shall:

- A. administer the provisions of the Technology for Education Act [22-15A-1 NMSA 1978];
- B. develop a statewide plan for the integration of educational technology into the public schools and coordinate technology-related education activities with other state agencies, the federal government, business consortia and public or private agencies or individuals;
- C. assist school districts to develop and implement a strategic, long-term plan for utilizing educational technology in the school system;
- D. upon approval of a school district's technology plan, make distributions to school districts from the educational technology fund;
- E. recommend funding mechanisms that will support the development and maintenance of an effective educational technology infrastructure in the state;
- F. promote collaboration among government, business, educational organizations and telecommunications entities to expand and improve the use of technology in education;
- G. assess and determine the educational technology needs of school districts; and
- H. provide staff support for and coordinate the activities of the council.

History: Laws 1994, ch. 96, § 4.

Cross references. — For the transfer of powers and duties of the former state board of education, see 9-24-15 NMSA 1978.

22-15A-5. Council on technology in education; created; purpose.

The "council on technology in education" is created. The council shall advise the bureau, the state board [department] and the legislature regarding the establishment of appropriate educational technology standards, technology-enhanced curricula, instruction, appropriations for educational technology and administrative resources and services for the public schools.

History: Laws 1994, ch. 96, § 5.

Cross references. — For the transfer of powers and duties of the former state board of education, see 9-24-15 NMSA 1978.

22-15A-6. Council membership.

A. The council shall be composed of seventeen members. Members shall be appointed by the state board [department] for terms of four years. As designated by the state board at the time of initial appointment, the terms of five members shall expire at the end of two years, the terms of five members shall expire at the end of three years and the terms of seven members shall expire at the end of four years.

- B. When appointing members, the state board [department] shall appoint:
 - (1) one member who shall have expertise in state government;
 - (2) three members who shall have expertise in school district administration;
 - (3) two members who shall have expertise in providing instructional services in post-secondary, technical-vocational or adult education;
 - (4) three members who shall have expertise in providing instructional services in elementary or secondary schools;
 - (5) two members who shall be parents of school-age children;
 - (6) one member who shall be a public school secondary student;

- (7) three members who shall have expertise in educational technology; and
- (8) two members at large.

C. In making appointments to the council, the state board [department] shall give due consideration to gender and ethnicity to achieve a membership representative of the geographic and cultural diversity of New Mexico.

D. Members of the council shall elect a chairman from among the membership. The council shall meet at the call of the chairman not less than quarterly.

E. Members of the council shall receive per diem and mileage pursuant to the provisions of the Per Diem and Mileage Act [10-8-1 NMSA 1978] but shall receive no other compensation, perquisite or allowance.

History: Laws 1994, ch. 96, § 6.

Cross references. — For the transfer of powers and duties of the former state board of education, see 9-24-15 NMSA 1978.

22-15A-7. Council duties.

The council shall:

- A. advise the bureau on implementation of the provisions of the Technology for Education Act [22-15A-1 NMSA 1978];
- B. work with the bureau to conduct periodic assessments of the need for educational technology in the public school system and make recommendations to the state board [department] on how to meet those needs;
- C. promote the collaborative development and implementation of educational technologies, projects and practices to enhance instruction capabilities;
- D. develop and recommend to the state board [department], a statewide plan to infuse educational technology into the public school system in support of state and national education goals; and
- E. provide assistance to the bureau in review of school district technology plans.

History: Laws 1994, ch. 96, § 7.

Cross references. — For the transfer of powers and duties of the former state board of education, see 9-24-15 NMSA 1978.

See Attachment 2, Page 8

22-15A-8. Educational technology fund; created.

The "educational technology fund" is created in the state treasury. Money in the fund is appropriated to the department of education for the purpose of implementing the provisions of the Technology for Education Act [22-15A-1 NMSA 1978]. Money in the fund shall be distributed in the manner provided in the Technology for Education Act. Money in the fund shall only be expended pursuant to warrants issued by the department of finance and administration pursuant to vouchers signed by the chief or the state superintendent [secretary]. Money in the fund shall not revert at the end of the fiscal year but shall remain to the credit of the fund.

History: Laws 1994, ch. 96, § 8.

Cross references. — For the transfer of powers and duties of the former superintendent of public instruction, see 9-24-15 NMSA 1978.

22-15A-9. Educational technology fund; distribution.

A. Upon annual review and approval of a school district's educational technology plan, the bureau shall determine a separate distribution from the educational technology fund for each school district.

B. On or before July 31 of each year, the bureau shall distribute money in the educational technology fund directly to each school district in an amount equal to ninety percent of the school district's estimated adjusted entitlement calculated pursuant to Subsection C of this

section. A school district's unadjusted entitlement is that portion of the total amount of the annual appropriation that the projected membership bears to the projected membership of the state. Kindergarten membership shall be calculated on a one-half full-time-equivalent basis.

C. A school district's estimated adjusted entitlement shall be calculated by the bureau using the following procedure:

(1) a base allocation is calculated by multiplying the total annual appropriation by seventy-five thousandths percent;

(2) the estimated adjusted entitlement amount for a school district whose unadjusted entitlement is at or below the base allocation shall be equal to the base allocation. For a school district whose unadjusted entitlement is higher than the base allocation, the estimated adjusted entitlement shall be calculated pursuant to Paragraphs (3) through (6) of this subsection;

(3) the total projected membership in those school districts that will receive the base allocation pursuant to Paragraph (2) of this subsection is subtracted from the total projected state membership;

(4) the total of the estimated adjusted entitlement amounts that will be distributed to those school districts receiving the base allocation pursuant to Paragraph (2) of this subsection is subtracted from the total appropriation;

(5) the projected membership for the district is divided by the result calculated pursuant to Paragraph (3) of this subsection; and

(6) the estimated adjusted entitlement amount for the school district equals the number calculated pursuant to Paragraph (5) of this subsection multiplied by the value calculated pursuant to Paragraph (4) of this subsection.

D. On or before January 30 of each year, the bureau shall recompute each adjusted entitlement using the final funded membership for that year and, without making any additional reductions, shall allocate the balance of the annual appropriation adjusting for any over- or under-projection of membership.

E. A school district receiving funding pursuant to the Technology for Education Act [22-15A-1 NMSA 1978] is responsible for the purchase, distribution, use and maintenance of educational technology.

F. As used in this section, "membership" means the total enrollment of qualified students, as defined in the Public School Finance Act [22-8-1 NMSA 1978], on the current roll of class or school on a specified day. The current roll is established by the addition of original entries and reentries minus withdrawals. Withdrawal of students, in addition to students formally withdrawn from the public school, includes students absent from the public school for as many as ten consecutive school days.

History: Laws 1994, ch. 96, § 9; 2000, ch. 89, § 1; 2003, ch. 147, § 11; 2004, ch. 125, § 5; 2005, ch. 274, § 3.

The 2000 amendment, effective May 17, 2000, in Subsection B, inserted "adjusted" following "district's estimated", substituted "calculated pursuant to Subsection C of this section" for "as determined by the projected membership for the school year" in the first sentence and inserted "unadjusted" following "school district's" in the second sentence; added present Subsection C and redesignated the remaining subsections accordingly; and inserted "adjusted" preceding "entitlement" in present Subsection D.

The 2003 amendment, effective April 4, 2003, rewrote Subsection C and inserted "without making any additional reductions" preceding "shall allocate" in Subsection D.

The 2004 amendment, effective May 19, 2004, amended Subsection C to rewrite Paragraph (7) to

substitute for "legislative council service" the "department of finance and administration" and to add at the end of the paragraph "An appropriation made in a fiscal year shall be deemed to be accepted by a school district unless, prior to July 15 of the fiscal year following the appropriation, the district notifies the department of finance and administration and the public education department that the district is rejecting the appropriation" and to amend Paragraph (10) to substitute "the immediately two preceding" for "prior" preceding "fiscal years".

The 2005 amendment, effective April 6, 2005, provides in Subsection C(6) that the estimated adjusted entitlement amount for the school district equals the number calculated pursuant to Subsection C(5) multiplied by the value calculated pursuant to Subsection C(6) and deletes former Subsections C(7) through (13).

22-15A-10. Annual report.

Annually, at a time specified by the department of education, each school district receiving distributions from the educational technology fund shall file a report with the department of education regarding distributions received, direct legislative appropriations for educational technology made and not rejected, expenditures made and educational technology obtained by the district and such other related information as may be required by the department of education [public education department].

History: Laws 1994, ch. 96, § 10; 2003, ch. 147, § 12.

Cross references. — For the transfer of powers and duties of the former department of education, see 9-24-15 NMSA 1978.

The 2003 amendment, effective April 4, 2003, substituted "each school district" for "each local school district" and inserted "direct legislative appropriations for educational technology made and not rejected" following "distributions received".

~~22-15A-11. Educational technology deficiencies; correction.~~

~~A. No later than September 1, 2005, the bureau, with the advice of the council and the office of the chief information officer, shall define and develop minimum educational technology adequacy standards to supplement the adequacy standards developed by the public school capital outlay council, for school districts to use to identify outstanding serious deficiencies in educational technology infrastructure.~~

~~B. A school district shall use the standards to complete a self-assessment of the outstanding educational technology deficiencies within the school district and provide cost projections to correct the outstanding deficiencies.~~

~~C. The bureau shall develop a methodology for prioritizing projects that will correct the deficiencies.~~

~~D. After a public hearing and to the extent that money is available in the educational technology deficiency correction fund, the bureau shall approve allocations from the fund on the established priority basis and, working with the school district and pursuant to the Procurement Code [13-1-28 NMSA 1978], enter into contracts to correct the deficiencies.~~

~~E. In entering into contracts to correct deficiencies pursuant to this section, the bureau shall include such terms and conditions as necessary to ensure that the state money is expended in the most prudent manner possible consistent with the original purpose.~~

History: Laws 2005, ch. 222, § 2.

Effective dates. — Laws 2005, ch. 222 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

Temporary provision. — Laws 2005, ch. 222, § 2, adds a temporary provision which provides that no later than December 1, 2005, the education technology

bureau of the public education department shall prepare a report summarizing the educational technology adequacy standard, describing the outstanding educational technology deficiencies and estimating the cost of correcting the deficiencies and that the report shall be submitted to the governor, the legislature and appropriate interim legislative committees.

22-15A-12. Educational technology deficiency correction fund

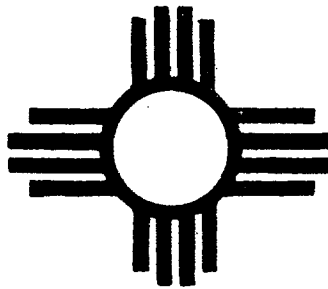
The "educational technology deficiency correction fund" is created in the state treasury. The fund shall consist of money appropriated, distributed or transferred to the fund by law. Earnings from investment of the fund shall be credited to the fund. Money in the fund is appropriated to the education technology bureau for the purpose of making allocations to correct educational technology deficiencies pursuant to Section 22-15A-11 NMSA 1978. Except as otherwise provided, any unexpended or unencumbered balance remaining at the end of a fiscal year shall not revert. Disbursements from the fund shall be made upon warrants drawn by the secretary of finance and administration pursuant to vouchers signed by the chief of the education technology bureau.

History: Laws 2005, ch. 222, § 3.

Effective dates. — Laws 2005, ch. 222 contains no effective date provision, but, pursuant to N.M. Const.,

art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

See Attachment 2, Pages 8 - 10



The Legislature
of the
State of New Mexico

48th Legislature, 1st Session

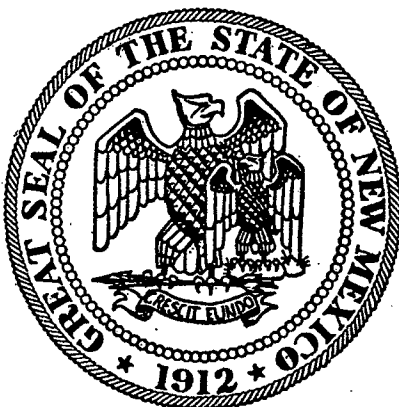
LAWS 2007

CHAPTER 293

HOUSE EDUCATION COMMITTEE SUBSTITUTE

FOR HOUSE BILL 201, as amended

Introduced by



1 ~~school district in which the nonpublic school is located.~~

2 D. A student who is detained in or committed to a
3 juvenile detention facility or a facility for the long-term
4 care and rehabilitation of delinquent children may participate
5 in the statewide cyber academy if the facility in which the
6 student is enrolled enters into a contract with the school
7 district in which the facility is located."

8 Section 7. A new section of the Public School Code is
9 enacted to read:

10 "EVALUATION OF REGIONAL EDUCATION COOPERATIVE DISTANCE
11 LEARNING NETWORKS.--A network developed by regional education
12 cooperatives three, eight and nine shall serve as a regional
13 host in fiscal year 2008. The statewide cyber academy shall
14 provide a preliminary report to the governor and the
15 legislature by January 1, 2008 on the quality and cost-
16 effectiveness of the provision of distance learning courses by
17 the regional education cooperatives. At the end of fiscal
18 year 2008, the statewide cyber academy shall prepare a final
19 report on the quality and cost-effectiveness of services
20 provided, including whether the services increased the rigor
21 of school district and charter school curricula, and make
22 recommendations for the expansion to other regional education
23 cooperatives."

24 Section 8. Section 22-15A-7 NMSA 1978 (being Laws 1994,
25 Chapter 96, Section 7) is amended to read:

1 "22-15A-7. COUNCIL DUTIES.--The council shall:

2 A. advise the bureau on implementation of the
3 provisions of the Technology for Education Act;

4 B. work with the bureau to conduct periodic
5 assessments of the need for educational technology in the
6 public school system to support on-site and distance learning
7 and make recommendations to the department on how to meet
8 those needs;

9 C. promote the collaborative development and
10 implementation of educational technologies, projects and
11 practices to enhance on-site and distance learning instruction
12 capabilities;

13 D. develop and recommend to the department a
14 statewide plan to infuse educational technology into the
15 public school system in support of state and national
16 education goals, including a statewide cyber academy plan that
17 states short- and long-range goals for distance learning; and

18 E. provide assistance to the bureau in review of
19 school district technology plans to support on-site and
20 distance learning."

21 Section 9. Section 22-15A-11 NMSA 1978 (being Laws
22 2005, Chapter 222, Section 2) is amended to read:

23 "22-15A-11. EDUCATIONAL TECHNOLOGY DEFICIENCIES--
24 CORRECTION.--

25 A. No later than September 1, 2005, the bureau,

1 with the advice of the council and the office of the chief
2 information officer, shall define and develop minimum
3 educational technology adequacy standards to supplement the
4 adequacy standards developed by the public school capital
5 outlay council for school districts to use to identify
6 outstanding serious deficiencies in educational technology
7 infrastructure.

8 B. A school district shall use the standards to
9 complete a self-assessment of the outstanding educational
10 technology deficiencies within the school district and provide
11 cost projections to correct the outstanding deficiencies.

12 C. The bureau shall develop a methodology for
13 prioritizing projects that will correct the deficiencies.

14 D. After a public hearing and to the extent that
15 money is available in the educational technology deficiency
16 correction fund, the bureau shall approve allocations from the
17 fund on the established priority basis and, working with the
18 school district and pursuant to the Procurement Code, enter
19 into contracts to correct the deficiencies.

20 E. No allocation shall be made pursuant to this
21 section unless:

22 (1) the method for prioritizing projects
23 developed by the bureau has been reviewed and approved by the
24 council;

25 (2) the school district has agreed to

1 consult and coordinate with the public school facilities
2 authority before installing any educational technology
3 infrastructure;

4 (3) the council has approved the proposed
5 allocation; and

6 (4) for the 2009 and subsequent fiscal
7 years, the initial assessment required in the Technology for
8 Education Act has been verified by an independent third party
9 as determined in consultation with the public school capital
10 outlay council.

11 F. In entering into contracts to correct
12 deficiencies pursuant to this section, the bureau shall
13 include such terms and conditions as necessary to ensure that
14 the state money is expended in the most prudent manner
15 possible consistent with the original purpose."

16 Section 10. A new section of the Technology for
17 Education Act is enacted to read:

18 "OBSOLETE COMPUTER REPLACEMENT.--To the extent that
19 money has been appropriated to replace functionally obsolete
20 computers and network devices in public schools, including
21 charter schools, on a five-year cycle, the bureau shall base
22 allocations on a ratio of one computer to three students in
23 each school. Prior to making allocations, the bureau shall
24 compile and maintain an inventory of computer and network
25 devices in public schools, including charter schools, and

1 develop a methodology for prioritizing the replacement of
2 computers and network devices to ensure that state money is
3 expended in the most prudent manner possible consistent with
4 the original purpose."

5 ~~Section 11. RECOMPILATION. Section 22-13-27 NMSA 1978~~
6 ~~(being Laws 2003, Chapter 162, Section 2) is recompiled into~~
7 ~~the Statewide Cyber Academy Act.~~

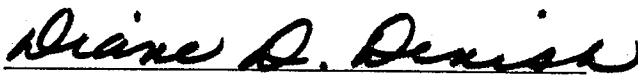
HEC/HB 201
Page 11.



BEN LUJAN, SPEAKER
HOUSE OF REPRESENTATIVES



STEPHEN R. ARIAS, CHIEF CLERK
HOUSE OF REPRESENTATIVES



DIANE D. DENISH, PRESIDENT
SENATE



MARGARET LARRAGOITE, CHIEF CLERK
SENATE

Approved by me this 2 day of April, 2007



BILL RICHARDSON, GOVERNOR
STATE OF NEW MEXICO

State and Federal Funding for Educational Technology (FY 00 - FY 08)
(dollars in thousands)

State Dollars

Fiscal Year	Ed. Tech. Fund	Ed. Tech. Deficiency Correction Fund	Laptop Learning Initiative	Direct Appropriations		Total
				Capital Dollars	Operational Dollars	
2000	\$5,000.0	\$0.0	\$0.0	\$6,170.0	\$1,000.0	\$7,170.0
2001	\$5,000.0	\$0.0	\$0.0	\$3,773.9	\$1,625.0	\$5,398.9
2002	\$6,000.0	\$0.0	\$0.0	\$0.0	\$2,100.0	\$2,100.0
2003	\$4,990.0	\$0.0	\$0.0	\$6,085.6	\$499.0	\$6,584.6
2004	\$5,000.0	\$0.0	\$1,700.0	\$4,730.8	\$1,400.0	\$6,130.8
2005	\$5,000.0	\$0.0	\$4,000.0	\$10,702.5	\$313.6	\$11,016.1
2006	\$5,000.0	\$0.0	\$1,000.0	\$9,792.0	\$1,833.5	\$11,625.5
2007	\$4,994.8	\$0.0	\$2,000.0	\$12,399.2	\$2,831.9	\$15,231.1
2008	\$6,000.0	\$4,325.0	\$1,500.0	\$16,734.8	\$7,430.0	\$24,164.8
Total	\$46,984.8	\$4,325.0	\$10,200.0	\$70,388.8	\$19,033.0	\$89,421.8

For FY 08, Bernalillo schools rejected \$25,000 for Educational Technology

Federal Dollars

Federal Dollars			
Fiscal Year	EETT (PED)	E-Rate Funding	Total
2000	\$0.0	\$11,822.3	\$11,822.3
2001	\$0.0	\$41,525.8	\$41,525.8
2002	\$0.0	\$23,175.7	\$23,175.7
2003	\$4,613.4	\$43,636.2	\$48,249.6
2004	\$4,652.1	\$20,478.8	\$25,130.9
2005	\$5,850.7	\$17,059.6	\$22,910.3
2006	\$3,914.3	\$7,977.3	\$11,891.6
2007	\$2,183.5	\$471.8	\$2,655.3
2008	\$1,898.3	unavailable	\$1,898.3
Total	\$23,112.3	\$166,147.5	\$189,259.8

SOURCE: Public Education Department

District	Final Allocation FY 95	Final Allocation FY 96	Final Allocation FY 97	Final Allocation FY 98	Final Allocation FY 99	Final Allocation FY 00	Final Allocation FY 01	Final Allocation FY 02	Final Allocation FY 03	Final Allocation FY 04	Final Allocation FY 05	Final Allocation FY 06	Final Allocation FY 07	Initial allocation FY 08
ALAMOGORDO	\$78,081	\$76,883	\$76,863	\$107,760	\$106,862	\$117,591	\$114,204	\$136,335	\$110,117	\$109,235	\$105,374	\$98,713	\$98,700	\$116,967
ALBUQUERQUE	\$818,740	\$813,424	\$822,588	\$1,165,103	\$1,153,721	\$1,311,425	\$1,323,180	\$1,609,029	\$1,370,313	\$1,387,932	\$1,415,238	\$1,432,892	\$1,436,579	\$1,742,182
ANIMAS	\$5,165	\$5,583	\$5,898	\$8,031	\$7,787	\$7,100	\$5,368	\$6,465	\$4,932	\$4,783	\$4,945	\$4,458	\$4,400	\$4,849
ARTESIA	\$36,745	\$36,395	\$36,683	\$53,162	\$53,403	\$59,738	\$58,072	\$69,670	\$55,571	\$57,418	\$53,939	\$53,209	\$53,525	\$64,076
AZTEC	\$30,621	\$30,630	\$31,311	\$45,355	\$46,228	\$51,866	\$51,813	\$61,836	\$51,509	\$51,359	\$49,069	\$49,468	\$50,511	\$58,770
BELEN	\$44,533	\$44,481	\$44,952	\$65,804	\$65,491	\$74,933	\$73,946	\$89,451	\$75,218	\$76,200	\$74,040	\$73,732	\$73,326	\$87,036
BERNALILLO	\$33,297	\$33,166	\$34,065	\$48,712	\$48,784	\$54,235	\$53,619	\$63,846	\$52,678	\$52,385	\$50,873	\$49,500	\$50,307	\$58,722
BLOOMFIELD	\$32,690	\$32,163	\$32,041	\$46,021	\$45,996	\$52,351	\$50,636	\$59,359	\$49,868	\$48,120	\$47,895	\$47,581	\$47,368	\$56,466
CAPITAN	\$5,251	\$5,445	\$5,671	\$8,641	\$8,913	\$9,414	\$9,313	\$11,477	\$9,019	\$9,536	\$9,251	\$8,948	\$8,868	\$10,364
CARLSBAD	\$66,474	\$64,790	\$64,714	\$92,644	\$90,401	\$99,415	\$96,779	\$116,143	\$97,358	\$95,538	\$94,593	\$92,145	\$92,298	\$109,869
CARRIZOZO	\$2,059	\$2,001	\$1,971	\$3,048	\$3,133	\$4,039	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
CENTRAL CONS.	\$67,752	\$68,544	\$68,424	\$101,138	\$100,490	\$115,246	\$116,041	\$136,618	\$112,392	\$109,581	\$108,118	\$105,949	\$104,997	\$121,987
CHAMA	\$5,459	\$5,746	\$5,768	\$8,627	\$8,498	\$9,167	\$9,003	\$10,565	\$8,238	\$7,587	\$7,473	\$7,085	\$7,030	\$8,414
CIMARRON	\$5,738	\$5,932	\$6,386	\$9,082	\$9,132	\$10,273	\$10,092	\$11,709	\$9,600	\$8,979	\$8,852	\$8,661	\$8,647	\$9,667
CLAYTON	\$7,383	\$7,422	\$7,057	\$9,951	\$9,477	\$11,457	\$10,744	\$12,523	\$10,092	\$9,335	\$9,046	\$8,207	\$8,187	\$9,602
CLOUDCROFT	\$5,025	\$5,411	\$5,483	\$7,562	\$7,738	\$8,698	\$8,088	\$9,819	\$7,499	\$7,021	\$7,023	\$7,228	\$7,378	\$8,642
CLOVIS	\$85,228	\$85,667	\$86,809	\$118,959	\$115,338	\$130,735	\$129,052	\$152,984	\$124,521	\$125,875	\$125,464	\$123,303	\$123,012	\$148,019
COBRE CONS.	\$19,380	\$19,750	\$20,066	\$28,753	\$27,972	\$29,340	\$28,034	\$34,025	\$27,354	\$25,970	\$23,534	\$21,669	\$21,887	\$26,027
CORONA	\$897	\$759	\$758	\$1,114	\$1,197	\$1,288	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
CUBA	\$7,667	\$7,613	\$6,990	\$10,456	\$10,519	\$12,912	\$12,303	\$14,782	\$12,867	\$13,415	\$12,423	\$10,429	\$9,976	\$12,534
DEMING	\$49,611	\$49,506	\$51,652	\$74,221	\$75,059	\$82,685	\$83,665	\$98,725	\$81,562	\$82,567	\$83,046	\$84,407	\$84,312	\$100,994
DES MOINES	\$1,538	\$1,524	\$1,753	\$2,740	\$2,415	\$2,496	\$3,750	\$4,500	\$3,742	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
DEXTER	\$10,083	\$10,431	\$10,791	\$15,852	\$15,637	\$18,152	\$18,085	\$21,241	\$17,189	\$16,925	\$16,958	\$17,601	\$17,495	\$20,228
DORA	\$2,339	\$2,369	\$2,435	\$3,308	\$3,372	\$4,293	\$4,008	\$4,500	\$3,743	\$3,753	\$3,750	\$3,750	\$3,750	\$4,500
DULCE	\$6,534	\$6,214	\$6,342	\$9,881	\$9,716	\$11,235	\$11,023	\$13,113	\$11,091	\$10,469	\$10,275	\$10,317	\$10,325	\$11,983
ELIDA	\$1,259	\$1,266	\$1,154	\$1,752	\$1,528	\$1,630	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
ESPANOLA	\$49,085	\$48,765	\$47,073	\$67,878	\$69,061	\$74,448	\$77,740	\$90,985	\$75,965	\$74,600	\$75,706	\$70,763	\$71,409	\$84,730
ESTANCIA	\$7,200	\$7,929	\$8,622	\$13,098	\$13,257	\$15,417	\$14,490	\$17,656	\$14,495	\$14,139	\$13,650	\$14,051	\$14,084	\$18,915
EUNICE	\$7,822	\$7,604	\$7,695	\$10,638	\$9,913	\$10,591	\$10,339	\$11,937	\$9,690	\$9,520	\$8,982	\$8,820	\$9,044	\$10,506
FARMINGTON	\$95,653	\$95,964	\$98,421	\$140,704	\$140,093	\$160,473	\$158,152	\$190,160	\$157,665	\$155,916	\$152,782	\$155,432	\$154,563	\$184,605
FLOYD	\$2,657	\$2,851	\$2,526	\$3,392	\$3,816	\$4,214	\$3,961	\$4,595	\$4,195	\$4,367	\$4,266	\$3,853	\$3,827	\$4,791
FT. SUMNER	\$4,200	\$4,265	\$4,275	\$5,887	\$6,006	\$6,639	\$5,949	\$7,042	\$5,557	\$5,230	\$5,080	\$4,999	\$4,968	\$5,722
GADSDEN	\$105,722	\$107,327	\$115,366	\$167,271	\$168,185	\$199,617	\$202,180	\$242,007	\$203,244	\$205,154	\$208,156	\$215,329	\$215,175	\$254,889
GALLUP	\$127,514	\$129,479	\$130,921	\$189,837	\$191,228	\$216,705	\$222,181	\$260,198	\$214,877	\$210,902	\$207,110	\$198,667	\$197,660	\$227,965
GRADY	\$1,702	\$1,633	\$1,642	\$2,229	\$2,028	\$2,146	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
GRANTS-CIBOLA	\$36,364	\$36,682	\$36,745	\$51,221	\$50,551	\$58,116	\$56,887	\$67,675	\$56,994	\$57,034	\$56,342	\$55,828	\$55,903	\$66,575
HAGERMAN	\$4,099	\$4,194	\$4,449	\$6,468	\$6,787	\$8,754	\$8,223	\$9,535	\$8,075	\$7,806	\$7,143	\$7,069	\$7,022	\$8,317
HATCH VALLEY	\$13,319	\$13,393	\$13,801	\$19,433	\$19,594	\$22,589	\$24,511	\$27,687	\$22,576	\$23,131	\$23,433	\$23,675	\$23,060	\$25,957
HOBBS	\$77,720	\$77,308	\$79,278	\$112,610	\$110,079	\$122,251	\$118,483	\$141,516	\$118,111	\$116,211	\$118,917	\$116,982	\$116,347	\$141,318
HONDO	\$1,635	\$1,538	\$1,570	\$2,158	\$2,161	\$2,520	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
HOUSE	\$1,153	\$1,060	\$1,082	\$1,612	\$2,063	\$3,069	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
JAL	\$5,078	\$5,259	\$5,169	\$7,253	\$7,463	\$8,014	\$7,341	\$8,532	\$6,447	\$6,716	\$6,382	\$6,281	\$6,610	\$7,769
JEMEZ MTN.	\$4,441	\$4,351	\$4,275	\$5,817	\$5,372	\$5,836	\$5,686	\$6,768	\$5,736	\$5,697	\$5,674	\$5,437	\$5,789	\$6,788
JEMEZ VALLEY	\$5,444	\$4,724	\$4,898	\$7,036	\$7,217	\$9,271	\$9,257	\$11,097	\$8,270	\$8,649	\$7,701	\$7,403	\$7,482	\$8,972
LAKE ARTHUR	\$2,160	\$2,231	\$2,333	\$3,350	\$3,246	\$3,442	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
LAS CRUCES	\$198,974	\$199,743	\$204,885	\$296,749	\$299,801	\$342,860	\$343,074	\$413,612	\$347,900	\$353,954	\$355,158	\$359,314	\$358,728	\$436,978
LAS VEGAS CITY	\$26,045	\$26,623	\$26,263	\$36,413	\$35,604	\$39,295	\$38,397	\$46,607	\$38,023	\$35,169	\$33,500	\$32,121	\$32,143	\$38,056
LAS VEGAS WEST	\$20,171	\$20,012	\$19,797	\$29,615	\$29,598	\$32,958	\$32,710	\$39,092	\$31,692	\$31,434	\$31,454	\$30,251	\$29,929	\$34,520
LOGAN	\$2,792	\$2,737	\$2,879	\$3,805	\$3,802	\$4,214	\$4,175	\$4,973	\$4,292	\$4,013	\$3,750	\$3,750	\$3,750	\$4,500
LORDSBURG	\$7,542	\$7,585	\$7,792	\$11,093	\$10,730	\$13,588	\$13,083	\$15,424	\$12,229	\$12,027	\$11,148	\$10,850	\$10,601	\$12,750

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District Annual Educational Technology Allocations- 2000- 2008

LOS ALAMOS	\$34,170	\$34,174	\$33,668	\$48,628	\$49,460	\$57,774	\$56,402	\$67,424	\$55,558	\$56,589	\$57,418	\$55,550	\$55,691	\$65,913
LOS LUNAS	\$66,580	\$68,511	\$73,332	\$109,624	\$114,113	\$131,578	\$134,238	\$156,793	\$130,030	\$129,535	\$130,050	\$132,076	\$131,724	\$158,374
LOVING	\$4,938	\$5,039	\$5,091	\$7,660	\$7,674	\$9,183	\$9,528	\$11,178	\$9,003	\$8,611	\$8,849	\$8,677	\$8,677	\$10,376
LOVINGTON	\$28,673	\$27,774	\$27,799	\$40,001	\$39,413	\$44,964	\$45,045	\$51,984	\$42,193	\$43,860	\$42,937	\$43,704	\$44,214	\$53,582
MAGDALENA	\$3,515	\$3,702	\$3,425	\$5,165	\$5,506	\$6,241	\$5,623	\$6,410	\$5,341	\$5,509	\$5,993	\$6,424	\$6,526	\$7,762
MAXWELL	\$1,423	\$1,347	\$1,275	\$2,067	\$1,950	\$2,520	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
MELROSE	\$2,662	\$2,727	\$2,797	\$3,931	\$3,957	\$4,524	\$4,398	\$5,005	\$3,743	\$3,750	\$3,811	\$3,750	\$3,750	\$4,500
MESA VISTA	\$5,174	\$5,450	\$5,855	\$8,024	\$8,308	\$9,128	\$8,860	\$10,865	\$8,373	\$8,324	\$7,736	\$7,101	\$7,126	\$8,529
MORA	\$7,267	\$6,930	\$7,183	\$9,825	\$9,927	\$10,813	\$10,188	\$12,523	\$11,045	\$10,587	\$9,956	\$9,489	\$9,400	\$10,997
MORIARTY	\$38,076	\$40,818	\$43,136	\$63,996	\$64,708	\$72,993	\$71,250	\$85,677	\$68,514	\$67,029	\$65,034	\$62,269	\$62,077	\$69,925
MOSQUERO	\$521	\$587	\$541	\$771	\$774	\$866	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
MOUNTAINAIR	\$3,708	\$3,692	\$3,328	\$4,941	\$4,844	\$5,868	\$6,140	\$7,342	\$5,861	\$5,796	\$5,562	\$5,732	\$5,829	\$6,470
PECOS	\$8,241	\$8,354	\$8,362	\$12,131	\$11,969	\$13,660	\$14,180	\$16,261	\$12,556	\$13,324	\$13,133	\$11,575	\$11,330	\$13,482
PENASCO	\$7,036	\$6,992	\$7,168	\$9,853	\$9,906	\$10,821	\$10,259	\$12,357	\$10,128	\$10,078	\$9,543	\$9,449	\$9,384	\$10,857
POJOAQUE	\$17,297	\$17,629	\$18,863	\$27,022	\$26,986	\$31,145	\$30,873	\$37,388	\$30,645	\$31,051	\$29,365	\$30,569	\$30,690	\$36,805
PORTALES	\$29,661	\$28,500	\$27,804	\$38,852	\$38,139	\$44,344	\$43,542	\$51,019	\$41,574	\$42,501	\$42,945	\$43,617	\$43,333	\$51,287
QUEMADO	\$2,233	\$2,331	\$2,222	\$3,013	\$2,788	\$3,434	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
QUESTA	\$6,496	\$6,529	\$6,594	\$8,865	\$9,047	\$9,525	\$9,194	\$12,106	\$9,508	\$9,150	\$8,734	\$8,510	\$8,355	\$9,898
RATON	\$15,151	\$14,539	\$14,491	\$20,190	\$19,911	\$22,963	\$22,340	\$26,370	\$22,649	\$22,780	\$21,312	\$21,717	\$21,218	\$25,919
RESERVE	\$2,435	\$2,417	\$2,454	\$3,714	\$3,703	\$3,896	\$3,865	\$4,731	\$3,792	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
RIO RANCHO	\$53,676	\$55,863	\$59,434	\$119,036	\$130,722	\$154,295	\$157,794	\$191,350	\$164,677	\$173,470	\$187,515	\$207,440	\$209,490	\$270,735
ROSWELL	\$104,579	\$103,305	\$102,764	\$144,993	\$142,409	\$159,702	\$153,794	\$183,375	\$147,288	\$145,487	\$142,691	\$141,239	\$140,391	\$169,580
ROY	\$1,075	\$1,103	\$1,048	\$1,556	\$1,542	\$1,828	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
RUIDOSO	\$21,999	\$21,608	\$22,703	\$32,881	\$33,407	\$39,939	\$40,035	\$46,623	\$37,698	\$35,777	\$35,871	\$36,261	\$35,414	\$42,234
SAN JON	\$2,054	\$2,020	\$1,995	\$2,950	\$2,781	\$3,101	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
SANTA FE	\$121,698	\$121,618	\$123,786	\$181,911	\$184,329	\$208,324	\$205,775	\$252,445	\$209,053	\$212,030	\$209,825	\$208,658	\$209,186	\$247,252
SANTA ROSA	\$8,651	\$8,220	\$8,193	\$11,878	\$11,906	\$13,397	\$12,836	\$15,417	\$11,994	\$11,373	\$10,837	\$10,237	\$10,073	\$12,067
SILVER CITY	\$38,375	\$37,632	\$37,016	\$53,267	\$52,128	\$58,386	\$56,331	\$68,024	\$54,514	\$51,490	\$49,822	\$50,988	\$50,907	\$59,121
SOCORRO	\$20,629	\$20,710	\$20,800	\$30,435	\$31,197	\$34,930	\$33,148	\$42,941	\$32,192	\$32,198	\$31,571	\$30,466	\$30,222	\$35,011
SPRINGER	\$3,043	\$3,133	\$3,048	\$3,924	\$4,217	\$4,707	\$4,326	\$5,165	\$4,043	\$3,898	\$3,750	\$3,750	\$3,750	\$4,500
TAOS	\$30,881	\$31,366	\$32,461	\$45,818	\$45,482	\$52,931	\$53,356	\$63,970	\$51,380	\$50,729	\$50,631	\$48,727	\$48,181	\$59,982
TATUM	\$3,829	\$3,549	\$3,449	\$4,660	\$4,548	\$5,383	\$5,511	\$6,404	\$5,157	\$4,681	\$4,540	\$4,012	\$3,979	\$5,099
TEXICO	\$5,198	\$4,867	\$5,062	\$6,805	\$7,139	\$8,484	\$8,406	\$9,969	\$8,181	\$7,909	\$8,455	\$7,969	\$7,919	\$9,441
TRUTH OR CONS.	\$16,439	\$16,469	\$17,346	\$24,296	\$24,860	\$27,678	\$26,436	\$31,715	\$24,988	\$25,818	\$24,654	\$23,054	\$23,116	\$25,981
TUCUMCARI	\$14,308	\$14,811	\$14,888	\$20,855	\$20,023	\$21,349	\$20,463	\$24,317	\$18,933	\$17,667	\$17,208	\$16,542	\$16,534	\$19,026
TULAROSA	\$11,192	\$10,441	\$10,965	\$15,572	\$15,623	\$18,423	\$17,815	\$21,378	\$17,289	\$16,024	\$16,130	\$16,025	\$16,042	\$18,602
VAUGHN	\$1,321	\$1,337	\$1,275	\$1,528	\$1,556	\$1,876	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
WAGON MOUND	\$2,131	\$2,044	\$1,860	\$2,586	\$2,373	\$2,639	\$3,750	\$4,500	\$3,743	\$3,750	\$3,750	\$3,750	\$3,750	\$4,500
ZUNI	\$15,624	\$15,489	\$15,955	\$23,532	\$24,212	\$27,606	\$27,907	\$32,660	\$27,103	\$27,321	\$26,605	\$24,296	\$24,361	\$28,175
TOTALS	\$3,000,000	\$2,999,999	\$3,049,818	\$4,400,000	\$4,399,999	\$4,999,959	\$5,000,000	\$5,999,999	\$4,989,911	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$6,000,003

SUBMIT ORIGINAL REQUEST AND A COPY
OF A FINANCIAL PLAN TO:

Public Education Department
Jerry Apodaca Education Building
Capital Outlay Bureau
300 Don Gaspar, Room 121
Santa Fe, New Mexico 87501-2786

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STATE OF NEW MEXICO
REQUEST FOR PROJECT PLAN APPROVAL
(Non-Construction)

Each school district shall secure the approval of the Director, Public School Capital Outlay or his/her designee on those non-construction projects appropriated by the legislature of the State of New Mexico. This shall occur prior to requesting disbursement and/or reimbursement from the Public Education Department.

NOTE: For field help, click on the field and press F1, or click on the field and refer to the status bar below. Use Tab to move from field to field; do not use the Enter key. Fields will size automatically to text entered.

TO: Director of PED-Public School Capital Outlay

FROM: _____

CONTACT PERSON: Name: _____ Title: _____

PROJECT #: _____

DESCRIPTION OF PROJECT: _____

LOCATION:

APPROPRIATION SPONSORED BY: _____

BILL NUMBER: _____ SECTION: SUBSECTION: AMOUNT: \$ _____

TYPE OF FUNDING (select one): ☐ Severance Tax Bonds ☐ General Fund

YEAR APPROPRIATED BY THE LEGISLATURE: _____ Session: _____

SPECIAL REQUIREMENTS (if any):

GRADE LEVELS AFFECTED: NUMBER OF STUDENTS AFFECTED:

NAMES, TITLES, AND CONTACT INFORMATION OF PERSONS INVOLVED IN THE PROJECT:

IF PROJECT IS NOT FULLY FUNDED BY APPROPRIATION, OTHER FUNDS TO BE USED:

_____ PUBLIC SCHOOL DISTRICT

School Name:								
Bill Number/Section & Amount:							\$0	
	(Year)		(Bill)		(Section)		(Subsection)	(Amount)

ITEM DESCRIPTION (Update as needed)	SUPPLIER	ANTICIPATED COST
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
		\$0
(If necessary, attach additional pages.)		
ITEM TOTAL (Calculated field, right click to update, must equal appropriation)		\$ 0

PLEASE PROVIDE A DETAILED DESCRIPTION OF THE ITEM(S) TO BE PURCHASED (INCLUDE QUANTITY, BRAND, MODEL, SPECIFICATIONS...IF APPLICABLE. ATTACH QUOTES AND/OR ESTIMATES FROM CONTRACTORS OR VENDORS):

PLEASE PROVIDE A BRIEF EXPLANATION AS TO HOW THE STUDENTS WILL BENEFIT FROM THE CONSTRUCTION OR ITEM(S) TO BE PURCHASED:

APPROVED:

Date

School District Superintendent

APPROVED:

Date

Director-Public School Capital Outlay

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Adequacy Standards for Educational Technology

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The following builds upon the *Public School Capital Outlay Task Force Report* section on Educational Technology. The standards are based upon Best Practices, and apply to all 754 schools in New Mexico:

Category	Standard	Benchmark
Network	Safe and secure network supporting voice, video & data to the desktop; sufficient server capacity to support uses both within the district, and connecting students, teachers and parents	E-mail for all educators and administrators; network capable of functioning when all computers are used at the same time; 5% downtime, or less; includes network operating software, network management software, virus protection, security
Distance Learning	Sufficient bandwidth and access to support anywhere, anytime learning	Students can participate in online courses from school and/or home; Teachers can upgrade professional skills via online courses from school and/or home
	Multipoint videoconferencing systems available for student learning and educator professional development.	One two-way videoconferencing system per school. Schools with more than 400 students have additional systems for each additional 400 students enrolled.
Computers and Software	<ul style="list-style-type: none"> • 2 students per multimedia computer; 1 to 1 computing devices for students and staff • Age of computers allows for current browsers and operating systems (Windows 2000 or XP; Mac OS-X) • Standard Productivity Software • Age Appropriate Content and Area Specific Software 	<ul style="list-style-type: none"> • Elementary use: 2 hrs per week per student Secondary use: 5 hrs per week per student • Replace computers unable to run current browsers and operating systems in next refresh cycle. • Word Processing, Spreadsheet, PowerPoint, or equivalent • Math & Science simulations, multimedia authoring, online curriculum subscriptions
Peripherals: <ul style="list-style-type: none"> • Printers • Projectors • Science Probes • Assistive 	Sufficient peripherals to allow students to print, view, hear instructional materials, as well as complete individual tasks appropriate to their	<ul style="list-style-type: none"> • One printer and projector per classroom. • 1 science probe per 2 lab students

Technologies	learning styles and abilities.	<ul style="list-style-type: none"> Sufficient number and types of assistive technologies to support each student with an identified learning difference.
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FY 06 Estimates:

Based upon expenditure patterns for the past three years, districts spend their EdTech funding in different ways. Projected distribution of a \$21M appropriation would be:

Category	Large Districts (>15K)	Medium Districts (5K to 15K)	Small Districts (<5K)	Totals
Networking	\$3,574,200	\$2,074,800	\$1,050,000	\$6,699,000
Distance Learning	\$1,942,500	\$2,793,000	\$1,522,500	\$6,258,000
Computers and Software	\$1,864,800	\$2,473,800	\$2,415,000	\$6,753,600
Peripherals	\$388,500	\$638,400	\$262,500	\$1,289,400
Totals	\$7,770,000	\$7,980,000	\$5,250,000	\$21,000,000

Educational Technology Minimum Infrastructure Adequacy Standards

		Minimum Adequacy Standard	
1. Network Connectivity			
1.1 Internet Access			
1.1.1 Commercial Internet	DSL/Cable	T1 per building	T1 per 200 students
1.1.2 Internet 2	Yes		700K per 500 students
1.2 Classroom Connectivity			
1.2.1 Number of CAT 5E drops	1 drop per classroom	4 CAT 5E drops	9 Cat 5E drops or better
1.2.2 Wireless capability		.5 access point per classroom	
1.2.3 Number of Video connections		1 per classroom	
1.2.4 Power	1 - 110V circuit per 4 computers	1 - 20Amp circuit per 4 drops	1 - 110V circuit per 4 computers
1.3 Lab Connectivity	10Mb copper conn	fiber connect to MDF	fiber connect to MDF
1.3.1 Number of Cat 5E drops	1 w/room switch	1 100Mb connect per network device	25
1.3.2 Conditioned Power	6 - 110 V protected circuits	1 - 20Amp circuit per 4 drops	6 - 110 V protected circuits
1.4 Library Connectivity			
1.4.1 Number of Cat 5E drops	1 Cat 5e drop	1 100Mb connect per network device	4 Cat 6 drops
1.4.2 Wireless access		min 4 for library automation	
		1 access point	2- 100V outlets
1.5 Cafeteria/Commons Area Connectivity	1 Cat 5e drop	2 Cat 5e drop	2 Cat 6 drops -per POS
1.5.2 wireless		1 access point	1 - 110V outlet
1.6 Gymnasium Connectivity	1 Cat 5E drop	1 Cat 5E drop	2Cat 6 drops per wall
1.6.2 wireless		1 access point	

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1.7 Office connectivity	1 Cat 5 E drop	1 100Mb connect per network device	4 Cat 6 drops per admin user
1.7.1 Teacher workrooms		1 100Mb connect per network device	
1.8 Auditorium connectivity	1 Cat 5E drop	4 Cat 5E drop	2 Cat 6 drops on stage
1.8.2 wireless		1 access point	
	1 - 110 V Outlet	1 - 20Amp circuit per 4 drops	1 - 100V outlet
1.9 Main Distribution Facility			
1.9.1 Routers, Switches	10Mb	100Mb/1Gb same mftr	100Mb/1Gb same mftr
1.9.2 Servers	< 5 years old	3-5 years old	< 2.5 years old
	built as server (not workstation) - redundant hard drive and power protection - for legend		
1.10 Intermediate Distribution Facilities			
1.10.1 Switches/Hubs	10Mb	100Mb/1Gb same mftr	100/1000
1.10.2 Fiber Connectivity to MDF	10 Mb	1Gb	1 Gb
1.10.3 distance	less than 300 feet	less than 200 feet	less than 200 feet or 1 per lab of >15
1.11 Security			
1.11.1 Firewall	Yes	Yes	Yes
1.11.2 Intruder detection service			Yes
1.11.3 Filtering and Proxy Services	Yes	Yes	Yes
1.11.4 Virus protection		Yes	
1.11.5 Security Video Cameras			Yes
2.0 Computers and Network Devices Instructional spaces			
2.1.1 Desktop workstations	< 5 years	3-5 years old	2-3 years old
2.1.1.1 OS support	Win 95/98 OS 8 or <	Win 2000 / OS 9	Windows XP/ Longhorn/OS X

2.1.1.2 Browser Support	I.E. 5.5	I.E. 6.0 or >	
2.1.1.3 Memory specifications	64 Mb	512 Mb	1Gb
2.1.1.4 Network connectivity specs	10 Mb	100Mb	100/1000 Mb
2.1.1.5 Workforce emulation			YES
Accessibility features		YES	YES
2.2 Laptops/Tablets	Win 98/2000	Win XP/ OS X	
wireless capability	802.11b or<	802.11b/g	802.11 g or >
2.3 Peripherals			
2.3.1 projectors		1 per presentation area	
2.3.2 Printers	1 B&W network per building	1 B&W NW per classroom 1 Color NW per building	1 NW printer per 20 teachers/staff
2.3.4 Scanners/Digital Imaging	1 per building	1 per grade level/ department	1 per classroom
2.3.5 Network Copiers	1 per building	1 per building	1 per 50 staff
2.3.6 Interactive whiteboards		1 per building	1 per 3 classrooms
2.3.7 Handhelds			
2.3.7.1 Academic use	1 set		1 set per grade level 5-12
2.3.7.2 Administrative use			1 per administrator
3.0 Software			
3.1 Administrative Software	Yes	Yes	Yes
3.1.1 SIF compliance			Yes
3.2 Productivity Software	Yes	Yes - Office compatible	Yes - Office compatible <2 years old
3.3 Student Information Software		Yes	Yes
3.4 Other Educational Software			Yes

3.5 Network OS Software		Yes - identity management	Yes
3.6 Network Management Software			Yes
3.7 Application Service Provider			
4.0 Staff Literacy			
4.1 Technical Staff expertise		ICDL certification	A+
4.2 Faculty literacy		A+	ICDL certification
4.3 Support staff literacy			ICDL certification
5.0 Staffing levels			
5.1 Network Staff	1 per 5000 computers		1 per 2000 computers
5.2 Technical maintenance staff	1 per 1000 computers	1 per 500 computers	1 per 300 computers
5.3 Technical training staff	1 per 10,000 students	1 per 7000 students	1 per 3000 students
6.0 Telephone/Communications			
6.1 E911 ability		YES	YES
6.2 Classroom communications			YES
6.2.1 PA system	YES	YES	
6.2.3 Telephone access			YES

Deficiencies as Reported by Districts
(District Self - Assessments)

ATTACHMENT 8

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Correct EdTech Deficiencies by District	Total Infrastructure Costs
Statewide Totals:	\$93,965,490
Alamogordo	\$1,531,200
Albuquerque	\$31,743,900
Animas	\$16,600
Artesia	\$1,083,420
Aztec	\$1,006,356
Belen	\$1,502,280
Bernalillo	\$0
Bloomfield	\$0
Capitan	\$169,700
Carlsbad	\$2,523,000
Carrizozo	\$60,996
Central	\$2,143,752
Chama	\$145,548
Cimarron	\$232,000
Clayton	\$279,000
Cloudcroft	\$168,100
Clovis	\$1,022,000
Cobre	\$191,600
Corona	\$26,988
Cuba	\$209,664
Deming	\$591,800
Des Moines	\$203,000
Dexter	\$355,624
Dora	\$69,732
Dulce	\$211,068
Elida	\$42,900
Espanola	\$1,458,756
Estancia	\$285,792
Eunice	\$115,400
Farmington	\$1,695,200
Floyd	\$124,000
Ft. Sumner	\$263,500
Gadsden	\$4,397,328
Gallup	\$660,350
Grady	\$44,772
Grants	\$1,125,384
Hagerman	\$145,704
Hatch	\$647,100
Hobbs	\$998,510
Hondo	\$42,276
House	\$45,552
Jal	\$402,000
Jemez Mountain	\$110,760
Jemez Valley	\$121,800

SOURCE: Ms. Michelle Lewis, Educational Coordinator, Educational Technologies Bureau, PED, 10/10/2006

Deficiencies as Reported by Districts
(District Self - Assessments)

Correct EdTech Deficiencies by District	Total Infrastructure Costs
Lake Arthur	\$48,360
Las Cruces	\$4,498,560
Las Vegas City	\$656,448
Las Vegas West	\$94,800
Logan	\$219,024
Lordsburg	\$7,200
Los Alamos	\$2,686,320
Los Lunas	\$1,522,800
Loving	\$20,472
Lovington	\$1,236,000
Magdalena	\$28,860
Maxwell	\$145,800
Melrose	\$143,208
Mesa Vista	\$578,300
Mora	\$1,261,572
Moriarty	\$473,400
Mosquero	\$0
Mountainair	\$234,624
Pecos	\$191,256
Penasco	\$619,164
Pojoaque	\$891,696
Portales	\$329,600
Quemado	\$61,800
Questa	\$439,296
Raton	\$682,200
Reserve	\$4,223,076
Rio Rancho	\$2,881,788
Roswell	\$21,840
Roy	\$128,200
Ruidoso	\$502,300
San Jon	\$4,271,592
Santa Fe	\$210,912
Santa Rosa	\$1,039,740
Silver City	\$2,225,400
Socorro	\$64,896
Springer	\$196,450
T or C	\$831,600
Taos	\$161,616
Tatum	\$137,200
Texico	\$337,116
Tucumcari	\$324,012
Tularosa	\$483,700
Vaughn	\$51,480
Wagon Mound	\$55,800
Zuni	\$531,600

CURRENT TECHNOLOGY PLAN LOG (Updated 8/21/2007)

SOURCE: Public Education Department

District	Tech Plan Approved	Tech Plan Expired	Tech. Report		Suf fix	First Name	Last Name	Email	Phone
Alamogordo	22-Jun-2007	22-Jun-2010	YES FY 08	NA	Mr.	Tony	Korwin	arkorwin@aps4kids.org	439-3270
Albuquerque	14-Jun-2006	14-Jun-2009	YES FY 08	A	Mr.	Tom	Ryan	ryan_tom@aps.edu	830-8040
Animas	8-May-2006	8-May-2009	YES FY 07	A	Mr.	Vern	Richardson	vern@animask12.net	548-2296
Artesia	16-May-2006	16-May-2009	YES FY 07	A	Ms.	Paula	Davis	pdavis@bulldozer.org	746-6232
Aztec	21-Aug-2007	21-Aug-2010			Mr.	Franklin	Woodis	otwoodfr@aztec.k12.nm.us	599-4302
Belen	3-Jun-2005	3-Jun-2008	YES FY 07	A	Ms.	Trish	Benavidez	benavidez@belcn.k12.nm.us	966-1003
Bernalillo	15-Sep-2006	15-Sep-2009	YES FY 07	A	Ms.	Patricia	Steiner	steiner@bps.k12.nm.us	867-7829
Bloomfield	20-Jun-2006	20-Jun-2009	YES FY 07	NA	Ms.	Sondra	Adams	sondra_adams@bsjn.k12.nm.us	632-4336
Capitan	13-Jun-2006	13-Jun-2009	YES FY 07	NA	Mr.	John	Ashcraft	john@capitan.k12.nm.us	354-2239
Carlsbad	16-Mar-2007	16-Mar-2010	YES FY 07	NA	Mr.	Mark	Cahenzli	mark.cahenzli@carlsbad.k12.nm.us	231-3300
Carrizozo	6-Jun-2006	6-Jun-2009	YES FY 07	A	Ms.	Becky	Borowski	borowskib@cmsgrizzlies.org	648-2348
Central	11-Jan-2006	11-Jan-2009			Mr.	Rick	Nussbaum	nussr@centralschools.org	598-5834
Chama (not approved 8/21/07)	28-Jan-2003	28-Jan-2006			Mr.	Cleo	Valdez	mvaldez@cschs.k12.nm.us	588-7285
Cimarron (HPRC)	1-May-2006	1-May-2009			Mr.	Joe	Gigila	joeigila@cimarronschools.org	376-2445
Clayton (HPRC)	31-May-2006	31-May-2009	YES FY 07	NA	Ms.	Sherry	Lambert	lambert@plateautel.net	374-2596
Cloudcroft	1-Jun-2006	1-Jun-2009	YES FY 07	NA	Mr.	Joel	Ferguson	jferguson@cmsbcars.org	682-2361
Clovis	31-Mar-2006	31-Mar-2009	YES FY 07	NA	Mr.	David	Whitehead	dwhitehead@clovis-schools.org	769-1300
Cobre	4-Jan-2007	4-Jan-2010			Mr.	Jose	Carrillo	carrillo@cobre.k12.nm.us	537-4010
Corona (not approved 8/22/07)	12-Mar-2003	3-Dec-2006	YES FY 07	NA	Mr.	Travis	Lightfoot	travislight99@yahoo.com	849-1911
Cuba	1-Jun-2006	1-Jun-2009	YES FY 07	A	Mr.	Tim	Chavez	tchavez@cuba.k12.nm.us	289-3211
Deming	20-Jun-2006	20-Jun-2009	YES FY 07	A	Ms.	Regina	Blankenship	reginablankenship@demingps.org	546-8841
Des Moines (HPRC)	1-May-2006	1-May-2009	YES FY 07	A	Ms.	Karen	Doherty	dohertyjk4@bacavalley.com	278-2611
Dexter	2-Feb-2007	2-Feb-2010	YES FY 07	A	Ms.	Diana	Brown	brownd@dexterschools.org	734-5420
Dora	16-May-2006	16-May-2009			Ms.	Patsy	Ward	ward@dora.k12.nm.us	477-2242
Dulce(not approved 8/22/07)					Mr.	Joseph	Vigil	jvigil@dulceschools.com	739-2902
Elida	5-Jun-2006	5-Jun-2009			Ms.	Audrey	Powell	elida8grade@gaggle.net	274-6211
Espanola	4-Jan-2007	4-Jan-2010	YES FY 07	A	Mr.	John	Lucero	john.lucero@k12espanola.org	670-7030
Estancia	9-Sep-2006	9-Sep-2009	YES FY 07	A	Mr.	Jay	Mash	jay.mash@estancia.k12.nm.us	384-2032
Eunice	16-May-2006	16-May-2009	YES FY 07	NA	Mr.	Gary	Graham	ggraham@eunice.org	394-2524
Farmington(not approved 8/22/07)	26-Sep-2003	26-Sep-2006	YES FY 07	NA	Mr.	Robert	Emerson	remerson@fms.k12.nm.us	324-9840
Floyd	13-Sep-2006	13-Sep-2009	YES FY 07	NA	Mr.	Damon	Terry	dterry@floydbroncos.com	478-2211
Fort Sumner	11-Feb-2005	11-Feb-2008	YES FY 07	A	Ms.	Sherry	West	swest@fsumnerk12.com	355-7633
Gadsden (New Plan submitted not approved)	12-Mar-2005	12-Mar-2008	YES FY 07	NA	Mr.	Calixto	Arazaga	carazaga@psid.k12.nm.us	882-6274
Gallup	31-May-2005	31-May-2008	YES FY 07	NA	Mr.	David	Oakes	doakes@emcs.k12.nm.us	721-1051
Grady	13-Feb-2007	13-Feb-2009			Ms.	Brenda	Lindsey	blindsey0823@hotmail.com	357-2192
Grants (not submitted)	13-Jun-2003	13-Jun-2006			Mr.	John	Eichman	jeichman@pscs.org	285-2600
Hagerman	4-Jan-2007	4-Jan-2010	YES FY 07	A	Mr.	Dan	Jennings	djennings@bobcat.net	752-0163
Hatch	2-Dec-2005	2-Dec-2008	YES FY 07	A	Ms.	Jana	Cullers	jcullers@hatch.k12.nm.us	267-8240
Hobbs	21-Jun-2006	21-Jun-2009	YES FY 07	A	Ms.	Kim	Whitley	whitley.k@hobbsschools.net	433-0218
Hondo Valley	11-Nov-2006	11-Nov-2009			Mr.	Gerald	Montes	geraldm@hondovps.org	653-4411
House	4-Jan-2007	4-Jan-2010			Ms.	Paula	Tibbs	ptibbs@houseschools.net	279-7353
Jal	5-Jul-2005	5-Jul-2008	YES FY 08	A	Mr.	R.C.	Griffin	griffinr@jalnm.org	395-2379
Jemez Mountain	22-Aug-2007	22-Aug-2010	YES FY 08	A	Mr.	Adan	Delgado	adan_jms@yahoo.com	638-5419

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Jemez Valley	26-Jan-2007	26-Jan-2010	YES FY 07	A	Ms. Lisa	Simpson	lsimpson@jvps.org	834-7391
Lake Arthur (not submitted)	20-Mar-2003	20-Mar-2006			Mr. Michael	Grossman	michael.grossman@la-panthers.org	365-2000
Las Cruces	29-Jun-2007	29-Jun-2010	YES FY 07	A	Mr. Jeff	Harris	jharris@lcpss.k12.nm.us	525-7124
Las Vegas City (not submitted)	26-Sep-2003	26-Sep-2006			Mr. Pete	Garcia	petegarcia@cherryland.com	451-5700
Logan	15-Sep-2006	15-Sep-2009			Ms. Connie	Jackson	logansec@plateau.net	487-2252
Lordsburg	28-Nov-2005	28-Nov-2008	YES FY 07	A	Mr. Ryan	Chaney	rchaney@lmsd.org	542-3252
Los Alamos	12-Jun-2006	12-Jun-2009	YES FY 07	A	Mr. Dean	Obermeyer	d.obermeyer@laschools.net	663-2204
Los Lunas	14-Mar-2005	14-Mar-2008	YES FY 07	NA	Mr. Randy	Earwood	rk.earwood@lfschools.net	866-8300
Loving	6-Jun-2005	6-Jun-2008	YES FY 07	A	Ms. Melinda	Crenshaw	mcrenshaw@loving-schools.org	745-2000
Lovington (not approved 8/22/07)	1-May-2004	1-May-2007	YES FY 07	A	Ms. Linda	Mixon	lmixon@leco.net	739-2227
Magdalena	22-Dec-2005	22-Dec-2008	YES FY 07	NA	Mr. Dave	Marquez	dmarquez@magdalena.k12.nm.us	854-8003
Maxwell (HPREC)	1-May-2006	1-May-2009	YES FY 07	A	Mr. Amadeo	Soto	asoto@maxwellp12.com	375-2371
Melrose	21-Aug-2007	21-Aug-2010	YES FY 07	A	Ms. Jill	Tatum	jtatum@melroseschools.org	253-4269
Mesa Vista	1-Jun-2006	1-Jun-2009			Mr. Dennis	Anderson	dennis.anderson@mesavista.k12.nm.us	583-2806
Mora (not approved 8/21/07)	9-Jan-2007				Mr. Roger	Gonzales	mora21st_cck@yahoo.com	387-3104
Moriarty (has not submitted)	23-Dec-2002	30-Sep-2006	YES FY 07	NA	Mr. Mike	Reese	mike.reese@moriarty.k12.nm.us	832-4471
Mosquero (HPREC)	31-May-2006	31-May-2009	YES FY 07	A	Mr. Terry	Mitchell	terrym@mms.k12.nm.us	673-2271
Mountainair	12-Apr-2007	12-Apr-2010			Mr. Jay	Mortensen	jmortensen@mountainair.k12.nm.us	847-2333
Pecos (pending approval ML)	12-Mar-2003	30-Sep-2006			Mr. Eric	Castro	ecastro@pecos.k12.nm.us	757-4732
Penasco	31-Jul-2006	31-Jul-2009	YES FY 07	NA	Mr. Jose Arnold	Lopez	jlopez@penasco.k12.nm.us	587-2230
Pojoaque					Ms. Peggy	Marez	pam@pss.k12.nm.us	455-0450
Portales	18-Aug-2005	18-Aug-2008	YES FY 07	A	Mr. Mike	Rackler	mrackler@portales-schools.com	359-3709
Quemado	16-May-2005	16-May-2008	YES FY 07	A	Ms. Sandra	Heinsolin	sheinsolin@quemadoschools.org	773-4700
Questa	27-Feb-2007	27-Feb-2010	YES FY 07	A	Ms. Rona	Ortega	ronaortega@questa.k12.nm.us	586-2037
Raton (HPREC)	1-May-2006	1-May-2009	YES FY 07	A	Ms. Marcia	Aguirre	high@raton.com	445-9851
Reserve	22-Sep-2005	22-Sep-2008			Mr. Loren	Cushman	lcushman@reserve.k12.nm.us	533-6242
Rio Rancho	13-Jun-2005	13-Jun-2008	YES FY 07	A	Mr. Richard	Bruce	rbruce@rdo.rps.k12.nm.us	896-0667
Roswell	25-Jul-2006	25-Jul-2009	YES FY 07	NA	Mr. Roger	Henry	rhenry@ris.k12.nm.us	627-2502
Roy (HPREC)	1-May-2006	1-May-2009	YES FY 07	A	Mr. David	Wright	dmwrig@roy-nm-schools.net	485-2242
Ruidoso	13-Jul-2006	13-Jul-2009	YES FY 07	A	Mr. Mark	Hamilton	mark@ruidoso.k12.nm.us	258-4285
San Jon	4-Jan-2007	4-Jan-2010	YES FY 07	A	Mr. Russell	Bowe	rbowe@sanjonschools.com	576-2466
Santa Fe (not submitted)	3-Nov-2003	3-Nov-2006	YES FY 07	A	Mr. John	Phaklides	jphaklides@sfs.info	467-2581
Santa Rosa (not submitted)	13-Jun-2003	30-Sep-2006	YES FY 07	NA	Mr. Joseph	Salas	jsalas@santarosa.k12.nm.us	472-3171
Silver (not submitted)	23-Dec-2002	23-Dec-2005			Mr. John	Dunne	jdunne@silver.k12.nm.us	956-2006
Socorro	6-Dec-2005	6-Dec-2008	YES FY 07	A	Mr. Jeffrey	Miller	jeff@socorro.k12.nm.us	838-3122
Springer (HPREC)	1-May-2006	1-May-2009	YES FY 07	NA	Ms. Leona	Fleming	smfleming@hotmail.com	483-3432
Taos	24-Aug-2006	24-Aug-2009	YES FY 07	NA	Mr. Robert	Spitz	rspitze@taos-schools.org	751-8077
Tatum	24-Jul-2006	24-Jul-2009	YES FY 07	NA	Mr. Larry	Mendenhall	lemendenhall@tatum-schools.org	398-1455
Texico	1-Jun-2006	1-Jun-2009	YES FY 07	A	Mr. Rick	Stanley	rstanley@texico-schools.com	482-9520
Truth or Consequences	16-May-2006	16-May-2009	YES FY 07	A	Mr. Ken	Moore	kmoore@trc.k12.nm.us	894-8153
Tucumcari (not approved 8/21/07)	23-Feb-2003	23-Feb-2006			Ms. Nancy	Nydram	nyndram@coranthers.org	461-3910
Tularosa	18-Jun-2007	18-Jun-2010	YES FY 07	A	Mr. John	Ashcraft	john@tularosa.k12.nm.us	585-8823

Charter School	Initial Approval	Renewal	Current Status	Principal	Address	Phone	Website
Vaughn	11-Nov-2006	11-Nov-2009	YES FY 07	Ms. Lorena Garcia	amorcito@plateau.net	584-2283	
Wagon Mound (Extension by ML)	21-Mar-2003	28-Sep-2007	YES FY 07	Ms. Sheryl McNellis	smcnellis@hotmail.com	666-3004	
West Las Vegas	11-Nov-2006	11-Nov-2009	YES FY 07	Ms. Isabel Mascarenas	mascarenasai@aol.com	426-2309	
Zuni	21-Aug-2007	21-Aug-2010	YES FY 07	Ms. Cindy Trujillo	ctruij@zuni.k12.nm.us	782-5551	
CHARTER/STATE FACILITIES/PRIVATE SCHOOLS							
ABQ Charter Vocational HHS(not approved)				Ms. Bettina Eckland			
Academy for Tech & Classics				Ms. Ruth Leblanc	ndhblanc@atschool.org	473-4282	
Alma d' Arte Charter				Dr. Catherine Martinez	cmart@almanet.com	541-0145	
Amistad Charter (Not approved 8/21/07)	3-Dec-2001	3-Dec-2004		Mr. Bruce Delaney	amistadcharter2@plateau.net	633-2283	
Anasazi Charter (Not approved 8/22/07)	2-Apr-2003	2-Apr-2006		Ms. Michelle Hunt	mhunt@actnos.org	776-2256	
Apple Tree Ed. Center	20-Mar-2003	20-Mar-2006					
Bridge Academy				Ms. Cindy McLeon	bridge_academy_chs@yahoo.com	454-8687	
Challenger	25-Apr-2003	25-Apr-2006					
Charter School 37	7-Feb-2007	7-Feb-2010		Mr. Glenn Wikle	glenn@wikle.com	NA	
Digital Arts & Tech Academy	12-Mar-2003	12-Mar-2006		Ms. Geri Romero-Roybal	geri.romero-roybal@abq-cvhs.com	341-0888	
East Mountain	13-Jun-2006	13-Jun-2009		Ms. Danielle Johnson	djohnson@spinn.net	281-7400 x 112	
High Tech High Albuquerque	28-Feb-2006	28-Feb-2009		Ms. Kathy Sandoval	kathy.sandoval@hthabq.org	314-7272	
Horizon Academy South							
Horizon Academy West	21-Jun-2006	21-Jun-2009		Ms. Amie Duran	amieamp@aol.com	998-0459	
La Academia de Esperanza	11-Jan-2006	11-Jun-2006		Mr. Steve Wood	swood@esperanzacharter.org	764-5500	
La Academia Dolores Huerta				Mr. Gilbert Gutierrez	ggutierrez@academiam.org	526-2984	
La Luz Del Monte LC	20-Jun-2006	20-Jun-2009		Dr. Dalene Juarez	djuarez@sslc-nm.com	296-7677	
La Promesa Early LC	13-Jun-2006	13-Jun-2009		Dr. Analee Maestas	amaestas@ydimn.org	268-3274	
Las Cruces Catholic School	21-Aug-2007	21-Aug-2010		Dr. Patricio Quintana			
Los Puenlas Charter	21-May-2007	21-May-2010	YES FY 08	Mr. John Glaser	john@lospuenlas.k12.nm.us	342-5959	
Monte del Sol Charter				Mr. Tony Gerliez	tgerliez@monteschool.org	982-5225 x 101	
Montesori Elemen.				Ms. Mary Jane Besante	mbsante@mcscnm.com	796-0149	
NM School for the Deaf	28-Jul-2006	28-Jul-2009		Terry Wilding	terry.wilding@nmsd.k12.nm.us	476-6373	
REC#2	26-Jan-2007	26-Jan-2010		Dr. Kris Baca	baca_k@jmsk12.com	638-5491 x 126	
Red River Valley Charter	1-Jun-2006	1-Jun-2007		Ms. Karen Phillips	redrivervalleycs@thotmail.com	754-6117	
RFK Charter School(not approved 8/21/07)				Ms. Julie Crespy	jcrespy@rfkcharter.net	923-3024	
Rio Gallinas School	2-Jun-2006	2-Jun-2007		Ms. Cindy McLeod	mcoryranch@hotmail.com	454-8687	
Roots and Wings	16-Feb-2004	16-Feb-2007		Mr. Todd Wynword	todd@rws.org	586-2076	
School for Integrated Acad&Tech	14-Aug-2006	14-Aug-2009		Ms. Kelly Callahan	callahanke@siattech.org	242-6640	
South Valley Charter	26-Jan-2007	26-Jan-2010		Mr. Alan Marks	amarks@southvalleyacademy.org	452-3132	
Southwest Primary LC	20-Jun-2006	20-Jun-2009		Mr. Scott Glasrud	sglasrud@sslc-nm.com	385-1389	
Southwest Secondary LC	20-Jun-2006	20-Jun-2009		Ms. Deb Young	dyoung@sslc-nm.com	296-7677	
Taos Charter School(not approved 8/22/07)				Ms. Nancy O'Irryan	taoscharterschool@ncamex.com	751-7222	
Temple Baptist Academy (not approved)				Ms. Novella Herrera	nherrera@tba-abq.com	252-0969	
Torquoise Trail	26-Sep-2003	26-Sep-2006		Ms. Barbara Anchel	banichel@sfsa.info	467-1700	
Zuni Christian Mission School	14-Mar-2007	14-Mar-2010		Mr. Kent Bosma	kbosma@mac.com	782-5650	
							WHITE - CURRENT TECHNOLOGY PLAN/OK
							PURPLE=TECH. PLAN PENDING APPROVAL
							YELLOW=TECH PLAN WILL EXPIRE SOON
							RED=NEED TO SUBMIT TECH. PLAN
							GREEN=RECEIVED TECHNOLOGY REPORT
							RED BLOCK=NEED TO SUBMIT TECH. REPORT